

Gender, Inclusion and Diversity Checklist

1. When preparing for activities engaging with the public (e.g. surveys, workshops, other events)

1.1 Addressing and acknowledging identity diversity when preparing forms/surveys/workshop registration lists.

- Did you **add context** for end users on why you **gather information** about their identity?

Tip: Add this explicitly in one or two sentences, apart from the privacy agreements.

Tip: when asking about identity, make sure there is always a 'prefer not to answer' box.

- Did you consider **diverse gender options** in forms/surveys/workshops?

Tip: Consider the question on gender to be framed as: To which gender identity do you most identify?

Tip: Add option for ticking: other (please specify) and do not prefer to say along with male, female

Tip: Ask for preferred pronoun (She/He/They)

Tip: Use name tags stating pronouns.

- Did you consider asking for a **preferred name** instead or in addition to the first name?

Tip: Add option for providing preferred Name after First name and Last name

- Did you consider asking for a **birth place**?

Tip: Add a blank short answer box.

- Did you consider asking for a **country of residence**?

- Did you consider diverse **dietary requirements** when deciding on providing meal/snacks in your registration form?

Tip: Add a question to determine dietary requirements such as 'Do you prefer:-

a.)Vegetarian meal, b.)vegan meal, c.)Non-vegetarian meal d.)Have special requirements (no nuts, allergies etc.) Please specify.

Tip: add tags to the food that is served to indicate which food is vegetarian, vegan etc.

1.2 Inquiring about language skills.

- Did you consider asking about the participants' **language skills**?

Tip: Add a question on: How comfortable are you in x language? (the language in which the survey questions are/workshop is going to be held in etc.)

Tip: Ask local researchers to help engage with the public in the local tongue

Tip: Communicate in another dominant language beside the official language

- Did you consider asking a question on **which language** they would **prefer**?

Tip: Add a question on: Which language do you prefer to respond in/communicate in? (this question should only be asked if there are multiple languages you can work with)

1.3 Checking the accessibility of the activity.

- Did you consider the **time** of the activity (especially in-person event) in a way that is suitable for diverse and specially to encourage the unusual suspects to show up?

Tip: Depending on your target audience for the activity, decide the time considerately- will they be available on weekends (and then also bring along children, if part of your target audience)? Will they prefer evenings so that they can join beyond office hours? Etc.

Tip: Instead of assuming what the target group needs in order to attend, ask them.

- Did you consider a suitable **location** for your target audience?

Tip: If you are considering elderly for the activity perhaps make sure there are elevators if your meeting is on 5th floor or in fact find a ground floor

Tip: Make sure your location is accessible via public transport.

Tip: Go to the place where your target audience can be reached e.g. a supermarket

- Did you consider asking your target audience if they need to **bring a carer** with them?

2. When communicating via newsbits(websites) or social media/other publications or research/scientific articles.

2.1 Format of communication

- Did you choose your **medium** based on the audience targeted?
Tip: when targeting diverse audiences, use diverse media (e.g. tik tok, news letter, posters, paper announcements ...)
- Did you consider your target audience with **visual impairments** (e.g. dyslexia, (color) blindness)
Tip: check the guidelines from Mental Health Europe via https://www.un.org/sites/un2.un.org/files/un_disability-inclusive_communication_guidelines.pdf
- Did you include **multilingual communication** based on your local context?
Tip: Use all languages to communicate to the public which might be of relevance (e.g. In Tallinn you could communicate both in Estonian and Russian based on the majorly spoken/understood languages)
- Did you include diverse categories in **visuals/graphics**?
Tip: Include LGBTQI+, inter-racial, seniors, youngsters, differently-abled etc.

2.2 Content of communication

- Did you **adapt vocabulary and messaging** based on the audience targeted?
Tip: Scan your communication for stigmatizing language, you can use the tool from Mental Health Europe https://mhe-sme.org/wp-content/uploads/2018/11/MHE_WordsMatter_A4_2.pdf
Tip: avoid jargon, use easy language

- Did you sometimes change the **order** in which you mention **pronouns** he/she/they?

Tip: You can vary that by using all Permutations and combinations - they/she/he, she/they/he etc.

- Did you include a short paragraph or disclaimer on **anti-discriminatory policies**?

3. When reflecting upon activities

- Which groups of people were you expecting to participate in the activity?

Tip: detail the groups that you are expecting for the activity considering the local context (considering demographics and the type of activity) e.g. senior migrant women, mothers working in other neighborhoods, blind children

- Which groups of people did participate in the activity, and which did not?

Glossary	
LGBTQI+	LGBT stands for Lesbian, Gay, Bisexual and Transgender. The Letter Q is often added to include the term “queer”, a word which may be used to describe anyone identifying as non-heterosexual or non-cisgender. Additionally, ‘I’ stands for intersex persons who fall outside traditional conceptions of female and male bodies. Lastly, ‘Plus’ stands for any sexual orientation or gender identity that is not yet fully described (Yingling et al., 2017; Mongelli et al., 2019).

Useful resources

- Mental health: words matter
https://mhe-sme.org/wp-content/uploads/2018/11/MHE_WordsMatter_A4_2.pdf
- Disability-Inclusive Communications
https://www.un.org/sites/un2.un.org/files/un_disability-inclusive_communication_guidelines.pdf
- Impaired simulator software - great for testing websites:
<https://www.inclusivedesign toolkit.com/simsoftware/simsoftware.html>
- Colour blind simulator:
<https://pilestone.com/pages/color-blindness-simulator-1>
- Colour contrast accessibility validator: <https://color.a11y.com/> & <https://accessibleweb.com/color-contrast-checker/>
- Accessibility website checker (at end of page):
<https://accessibleweb.com/ramp-features/>
- Colour Universal Design for scientist: <https://jfly.uni-koeln.de/color/>